

Saxe Gotha Elementary

100 Bill Williamson Court
Lexington, South Carolina 29073

Grades	PK-5 Elementary School	
Enrollment	773 Students	
Principal	P. Heath Branham	803-957-7022
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	Albert J. Dooley Jr.	803-359-0844

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	31	55	2	0

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Average	No
2004	Good	Good	Yes
2005	Good	Good	No
2006	Good	Good	No

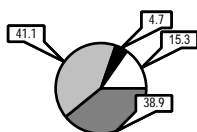
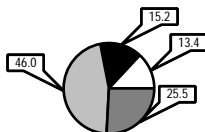
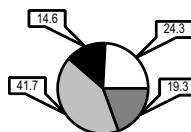
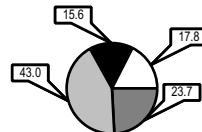
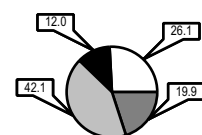
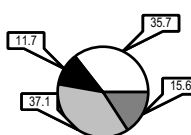
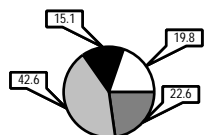
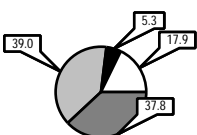
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	364	97.3	14.2	41.5	39.6	4.7	56.9	Yes	Yes
Gender									
Male	205	96.6	16.2	45.1	35.8	2.9	50.9	N/A	N/A
Female	159	98.1	11.7	37.2	44.1	6.9	64.1	N/A	N/A
Racial/Ethnic Group									
White	295	97.3	10.6	40.2	43.9	5.3	61.0	Yes	Yes
African American	44	95.5	33.3	54.5	12.1	0.0	33.3	I/S	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	38.5	53.8	7.7	0.0	15.4	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	285	99.3	9.3	40.9	44.4	5.4	63.0	N/A	N/A
Disabled	79	89.9	34.4	44.3	19.7	1.6	31.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	364	97.3	14.2	41.5	39.6	4.7	56.9	N/A	N/A
English Proficiency									
Limited English Proficient	12	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	352	97.2	13.5	41.6	40.0	4.8	57.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	173	96.5	20.0	43.4	35.9	0.7	46.2	Yes	Yes
Full-pay meals	191	97.9	9.2	39.9	42.8	8.1	65.9	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	364	97.8	11.6	46.7	25.7	16.0	57.1	Yes	Yes
Gender									
Male	205	97.6	12.1	39.1	30.5	18.4	63.2	N/A	N/A
Female	159	98.1	11.0	55.9	20.0	13.1	49.7	N/A	N/A
Racial/Ethnic Group									
White	295	98.0	8.7	46.8	27.2	17.4	62.3	Yes	Yes
African American	44	95.5	30.3	48.5	15.2	6.1	24.2	I/S	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	23.1	69.2	7.7	0.0	15.4	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	285	99.6	8.9	45.3	28.3	17.4	61.6	N/A	N/A
Disabled	79	91.1	23.0	52.5	14.8	9.8	37.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	364	97.8	11.6	46.7	25.7	16.0	57.1	N/A	N/A
English Proficiency									
Limited English Proficient	12	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	352	97.7	11.3	46.3	26.4	16.1	57.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	173	97.1	17.9	49.0	22.8	10.3	48.3	Yes	Yes
Full-pay meals	191	98.4	6.3	44.8	28.2	20.7	64.4	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	363	99.7	23.8	42.0	19.4	14.8	34.3
Gender							
Male	205	100.0	23.0	41.0	16.3	19.7	36.0
Female	158	99.4	24.7	43.2	23.3	8.9	32.2
Racial/Ethnic Group							
White	295	99.7	20.4	40.9	22.3	16.4	38.7
African American	43	100.0	47.1	41.2	5.9	5.9	11.8
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	38.5	61.5	0.0	0.0	0.0
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	285	99.6	18.6	43.4	20.9	17.1	38.0
Disabled	78	100.0	43.9	36.4	13.6	6.1	19.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	363	99.7	23.8	42.0	19.4	14.8	34.3
English Proficiency							
Limited English Proficient	12	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	351	99.7	23.4	41.8	19.6	15.2	34.8
Socio-Economic Status							
Subsidized meals	173	99.4	33.8	43.2	15.5	7.4	23.0
Full-pay meals	190	100.0	15.3	40.9	22.7	21.0	43.8

Social Studies							
All Students	363	99.7	17.3	43.5	23.8	15.4	39.2
Gender							
Male	205	100.0	16.9	42.1	21.9	19.1	41.0
Female	158	99.4	17.8	45.2	26.0	11.0	37.0
Racial/Ethnic Group							
White	295	99.7	13.8	43.1	26.0	17.1	43.1
African American	43	100.0	44.1	32.4	20.6	2.9	23.5
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	23.1	76.9	0.0	0.0	0.0
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	285	99.6	14.3	41.5	26.0	18.2	44.2
Disabled	78	100.0	28.8	51.5	15.2	4.5	19.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	363	99.7	17.3	43.5	23.8	15.4	39.2
English Proficiency							
Limited English Proficient	12	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	351	99.7	17.1	43.0	24.4	15.5	39.9
Socio-Economic Status							
Subsidized meals	173	99.4	25.7	43.2	20.9	10.1	31.1
Full-pay meals	190	100.0	10.2	43.8	26.1	19.9	46.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	113	99.1	5.8	39.8	49.5	4.9	54.4
	4	122	100.0	22.9	45.0	32.1	0.0	32.1
	5	136	100.0	17.9	54.5	26.8	0.8	27.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	99	100.0	13.6	35.2	42.0	9.1	51.1
	4	140	95.7	12.8	42.7	39.3	5.1	44.4
	5	125	96.8	15.9	45.1	38.1	0.9	38.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	113	99.1	8.7	68.0	12.6	10.7	23.3
	4	122	100.0	21.1	41.3	25.7	11.9	37.6
	5	136	100.0	16.3	45.5	25.2	13.0	38.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	99	100.0	10.2	50.0	26.1	13.6	39.8
	4	140	97.1	13.6	44.1	29.7	12.7	42.4
	5	125	96.8	10.6	46.9	21.2	21.2	42.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	113	99.1	22.3	43.7	31.1	2.9	34.0
	4	122	100.0	33.0	31.2	22.9	12.8	35.8
	5	136	100.0	21.1	39.8	19.5	19.5	39.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	99	100.0	22.7	48.9	20.5	8.0	28.4
	4	140	99.3	22.5	37.5	22.5	17.5	40.0
	5	124	100.0	25.9	41.4	15.5	17.2	32.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	113	99.1	7.8	41.7	35.9	14.6	50.5
	4	122	100.0	17.4	42.2	33.0	7.3	40.4
	5	136	100.0	25.2	44.7	13.8	16.3	30.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	99	100.0	9.1	48.9	30.7	11.4	42.0
	4	140	99.3	19.2	45.0	25.0	10.8	35.8
	5	124	100.0	21.6	37.9	17.2	23.3	40.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 773)				
First graders who attended full-day kindergarten	100.0%	Up from 99.2%	100.0%	100.0%
Retention rate	2.0%	Up from 1.7%	2.7%	2.8%
Attendance rate	94.7%	Down from 95.2%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.2%	Down from 4.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.9%	Down from 5.1%	0.0%	0.0%
Eligible for gifted and talented	12.0%	Down from 12.6%	12.0%	10.4%
On academic plans	27.3%	N/AV	33.6%	33.6%
On academic probation	14.4%	N/AV	1.0%	1.0%
With disabilities other than speech	9.3%	Down from 9.5%	8.3%	7.5%
Older than usual for grade	0.3%	Down from 0.4%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n= 64)				
Teachers with advanced degrees	54.7%	Up from 50.0%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.6%	N/A	0.4%	2.4%
Teachers with emergency or provisional certificates	3.6%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	88.9%	Down from 91.2%	88.3%	87.3%
Teacher attendance rate	92.5%	Down from 96.3%	94.8%	94.9%
Average teacher salary	\$42,539	Up 0.1%	\$43,011	\$42,485
Prof. development days/teacher	12.4 days	Down from 13.5 days	13.5 days	13.3 days
School				
Principal's years at school	1.0	Up from 0.5	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 19.8 to 1	18.8 to 1	18.6 to 1
Prime instructional time	84.5%	Down from 90.1%	89.7%	89.7%
Dollars spent per pupil*	\$7,492	Up 7.2%	\$6,420	\$6,557
Percent of expenditures for teacher salaries*	63.8%	Down from 68.6%	64.0%	64.0%
Percent of expenditures for instruction*	68.2%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.6%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.4%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Saxe Gotha Elementary's staff, parents and community continue to work together to provide world-class, innovative, learning opportunities for our SGE students.

We work to provide a warm, caring, family atmosphere for all. We are a Red Carpet Award winner, honored by the state for providing a family-friendly environment where each person who enters our doors is made to feel a part of the SGE school family.

During the 2005-2006 school year, Saxe Gotha continued to identify barriers to progress through the work of the school's Data Team and the School Improvement Council. Both of these groups continuously studied our school and created solutions to improve it.

As a result, the school met both of our school-wide goals for the year as measured by the students' success on the Measure of Academic Progress (MAP) test given to second through fifth-grade students at the beginning, middle and end of the year.

The goals that were met were to double the percentage of boys reading at a Proficient level from 25 percent to 50 percent and to increase our students' mathematical measurement abilities from 59 percent to 68 percent meeting or exceeding grade-level standards.

We are proud of our school and its accomplishments. We are accredited by the Southern Association of Colleges and Schools, and have been a Palmetto Silver Award winner for the past two years. In addition, our school was honored in May of 2006 as a Palmetto Gold and Silver Showcase School for South Carolina.

Students have been provided with many opportunities to develop socially, as well as academically. Students, staff members and the community at large have participated in events such as Relay for Life, Jump Rope for Heart, Hurricane Katrina Relief, Parenting Nights, and various other PTO and community events.

With a common commitment and vision for excellence, the students, parents, staff members and community have ensured that Saxe Gotha Elementary continues to be a place of vibrant learning where every student is a Shining Star in a Galaxy of Excellence.

P. Heath Branham, Principal

Sharon Barkley, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	70	106	72
Percent satisfied with learning environment	98.6%	91.3%	88.9%
Percent satisfied with social and physical environment	95.7%	84.9%	85.9%
Percent satisfied with school-home relations	81.2%	84.9%	82.9%

*Only students at the highest elementary school grade level at this school and their parents were included.